



CHILD CARE

State Capacity Building Center

After the Training: Facilitating and Motivating Change

Infant/Toddler Specialist Network, Child Care State Capacity Building Center (SCBC)

National Center on Early Childhood Development, Teaching, and Learning (DTL Center)

Hot Topic Webinar

April 15, 2020

Welcome



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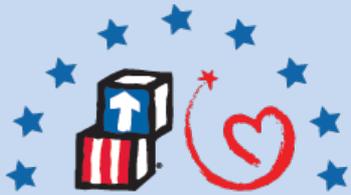
Introductions

Now it's your turn! What is your role?



Learning Objectives

- ◆ Explore effective strategies to support implementation of trainings and other professional learning opportunities.
- ◆ Identify adult learning practices and principles that motivate behaviors and support the implementation of change for infant/toddler providers.
- ◆ Discuss strategies to evaluate the effectiveness of training and technical assistance initiatives.



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Relationship-Based Professional Development (RBPD)

Professional Development

Includes the following:

- ◆ Education
- ◆ Training
- ◆ Technical assistance
 - Coaching
 - Mentoring
 - Consultation

Relationship-based



National Association for the Education of Young Children & National Association of Child Care Resource and Referral Agencies. (2011). *Early childhood education professional development: Training and technical assistance glossary*. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

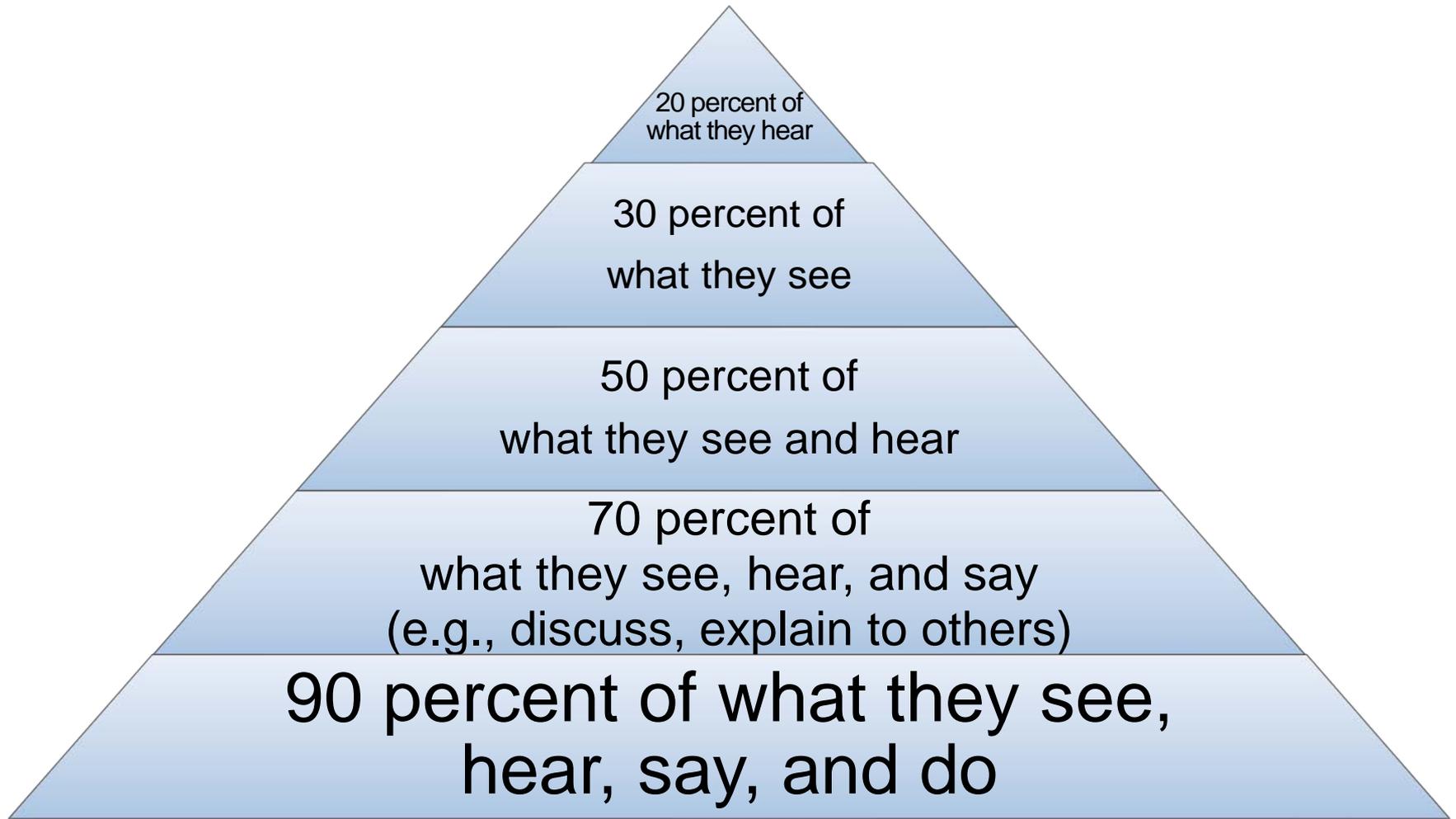
RBPD Defined as...

“...using professional relationships as a primary method to support the growth and development of adult learners. This approach uses a cycle of inquiry to facilitate the adult-learning process by taking individuals through steps of goal setting, observation, assessment, action planning, reflection and feedback.” (Washington State Department of Children, Youth & Families, 2019, p. 2).

Washington State Department of Children, Youth & Families. (2019). *Relationship-based professional development standards*. Retrieved from <https://www.dcyf.wa.gov/sites/default/files/pdf/RBPDStandards.pdf>

National Center on Quality Teaching and Learning, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2014). *What do we know about coaching?* Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-what-do-we-know.pdf>

Adults retain...



Arnold, R. (1991). *Educating for a change*. Toronto, Ontario: Doris Marshall Institute.

Reaching 90



Joyce and Showers: Coaching Effects

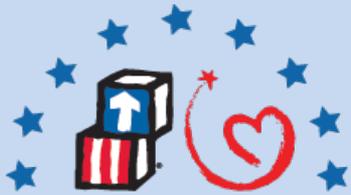
COMPONENTS	OUTCOMES		
	Knowledge (Thorough)	Skill (Strong)	Transfer (Executive Implementation)
Study of Theory	10%	5%	0%
Demonstrations	30%	20%	0%
Practice	60%	60%	5%
Peer coaching	95%	95%	95%

Reprinted with permission from Joyce, B., & Showers, B. (2002). Figure 5.2: Training components and attainment of outcomes in terms of percent of participants. *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Barrera and Kramer: Choosing a Relationship Over Control



Barrera, I., & Kramer, L. (2009). *Using skilled dialogue to transform challenging interactions: Honoring identity, voice, and connection*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.



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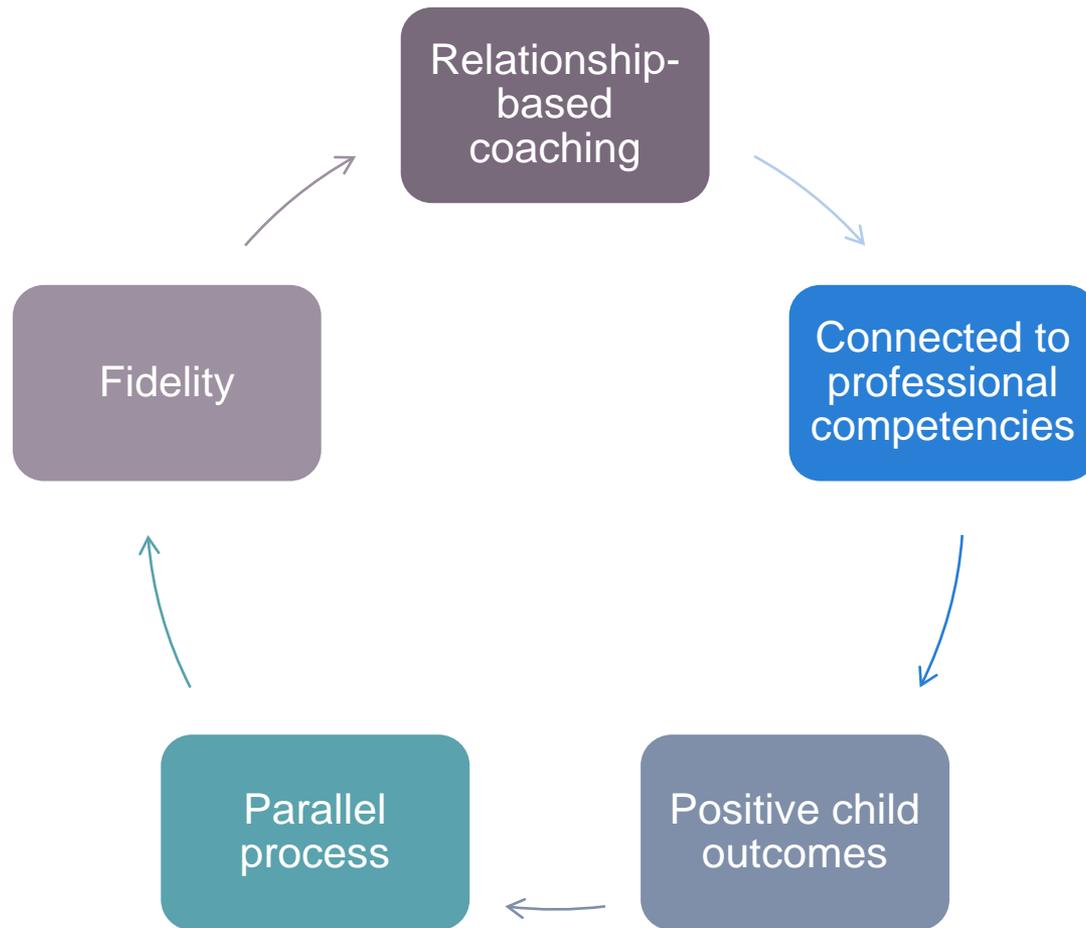
Effectiveness of Training and Technical Assistance (T&TA)

Effectiveness of T&TA

In your experience, what has made T&TA effective?



Effectiveness of T&TA



PRACTICE-BASED COACHING



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Practice-Based Coaching
Collaborative Partnerships

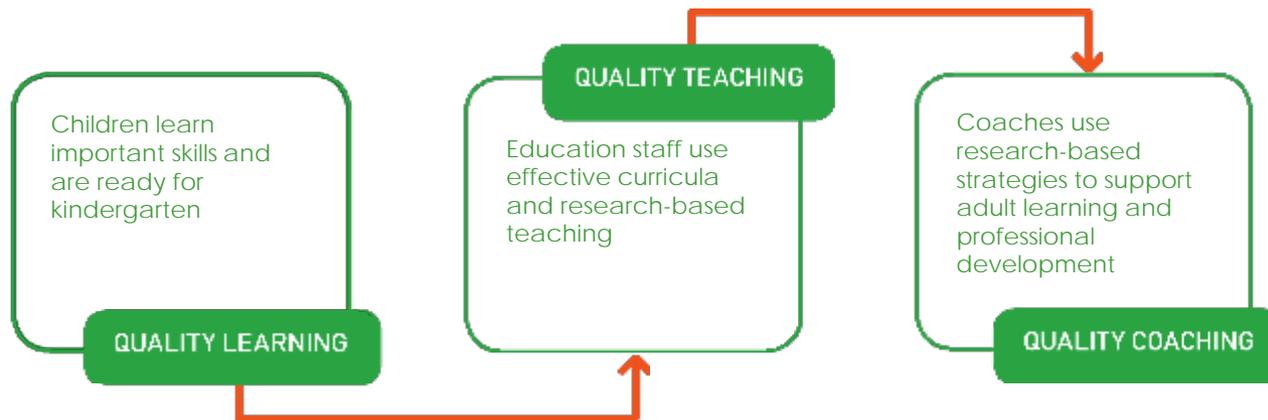


RESEARCH BASIS FOR PBC

- PBC has been used in research studies and found effective in supporting preschool teachers' use of:
 - Social emotional teaching practices Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35, 133 –143.
 - Embedded instruction Embedded Instruction Project. IES R324A070008 Snyder, Hemmeter, Sandall, & Mclean
- Coaching that includes components of PBC has been effective in supporting:
 - teaching practices, behavior support practices, or curricula; implementation of practices
 - changes in teacher-child interactions
 - self-reported changes in knowledge, skills, and attitudes about teaching practices

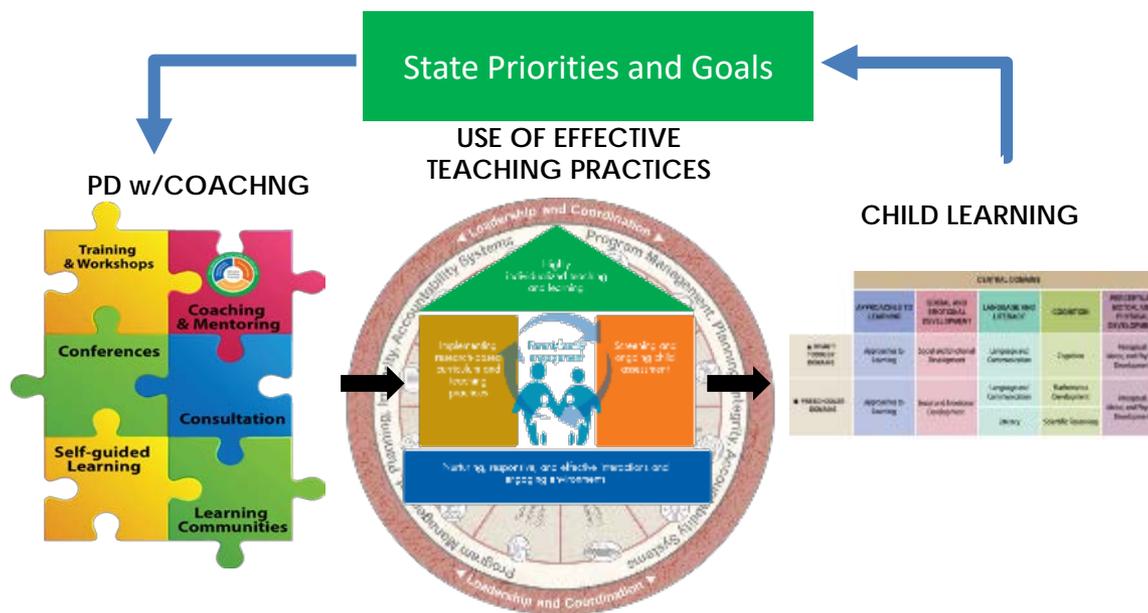


WHY ARE WE HERE?





THEORY OF CHANGE



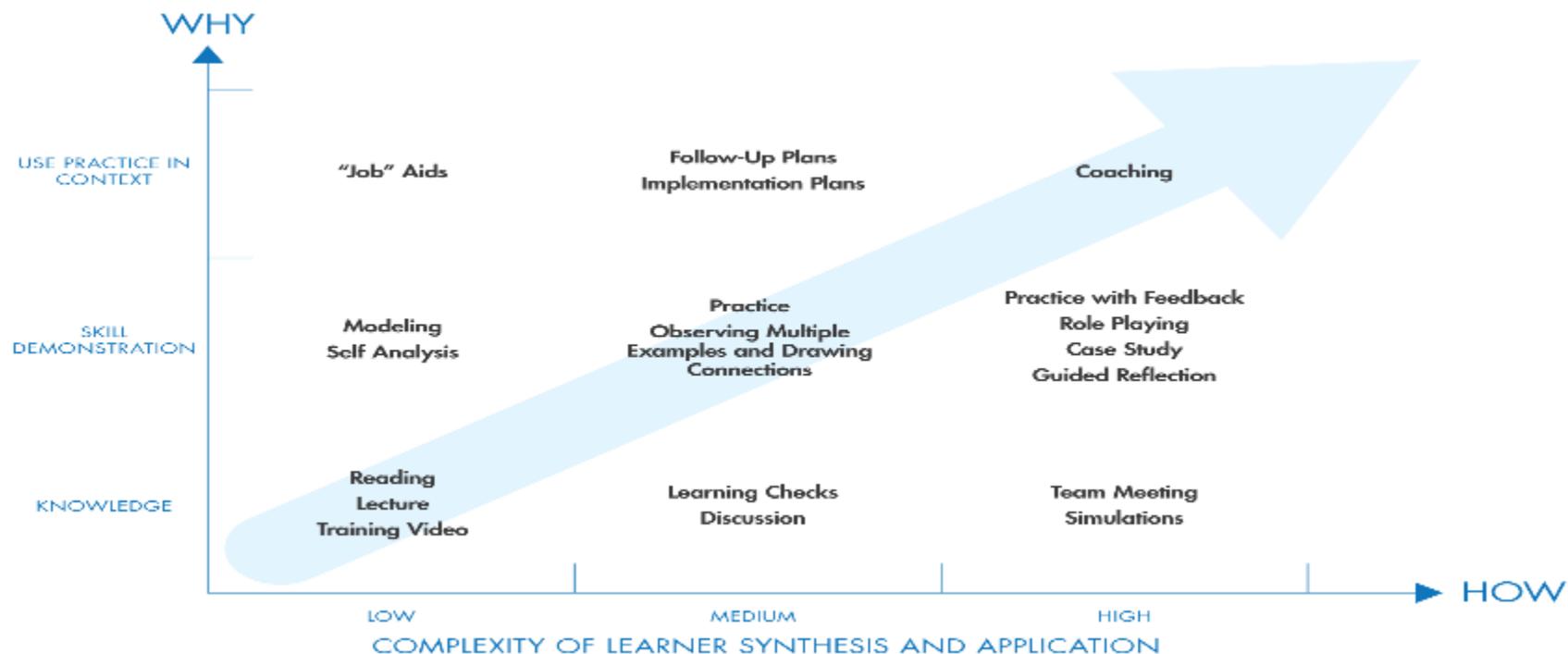
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Practice-Based Coaching
Collaborative Partnerships



MODEL FOR ALIGNING “WHY” OF PD TO “HOW” OF PD



Adapted from: McCollum Catlett (1997)



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Early Childhood Development, Teaching and Learning



Practice-Based Coaching
Collaborative Partnerships

Adapted from **McCollum, J. & Catlett, C. (1997). Designing effective personnel preparation for early intervention: Theoretical frameworks.**

What Are States and Territories Doing?

45 provide coaching, mentoring, and TA via ITSN

11 provide TA on I/T scales, assessments, or inventories

5 ITSN provide TA on I/T curricula

5 access ITSN through their QRIS

12 have developed coaching/TA competencies

I/T = infant/toddler
ITSN = Infant/Toddler Specialist Network
QRIS = quality rating and improvement system
TA = Technical Assistance

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2019). *Approved state plans*. Retrieved from <https://www.acf.hhs.gov/occ/resource/state-plans>

Effectiveness of T&TA: Coaching

◆ Emerging efforts in practice-based coaching:

- Alaska
- North Carolina
- Oklahoma
- Utah



◆ Established

- Colorado—Follow-up coaching for *Expanding Quality Relative Coaching Model Training*.
http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en
- South Carolina—Program for Infant/Toddler Care training, follow-up coaching, and consultation for infant/toddler care providers.
<https://scpitc.org/our-services>
- New York—Pyramid Model and follow-up practice-based coaching.
<http://www.nysecac.org/contact/pyramid-model>

Effectiveness of T&TA: Mentoring



- ◆ Georgia—Project LITTLE, a statewide infant/toddler mentoring program.
<http://dec.al.ga.gov/InstructionalSupports/EarlyLanguageandLiteracy.aspx>
- ◆ Minnesota—Relationship-Based Professional Development, specialized mentor competencies, and certification.
<https://www.mncpd.org/relationship-based-professional-development>

Effectiveness of T&TA: Apprenticeship

- ◆ Rhode Island—Child Development Associate cohort community college apprenticeship
- ◆ Pennsylvania—Registered Early Childhood Education (ECE) Apprenticeship

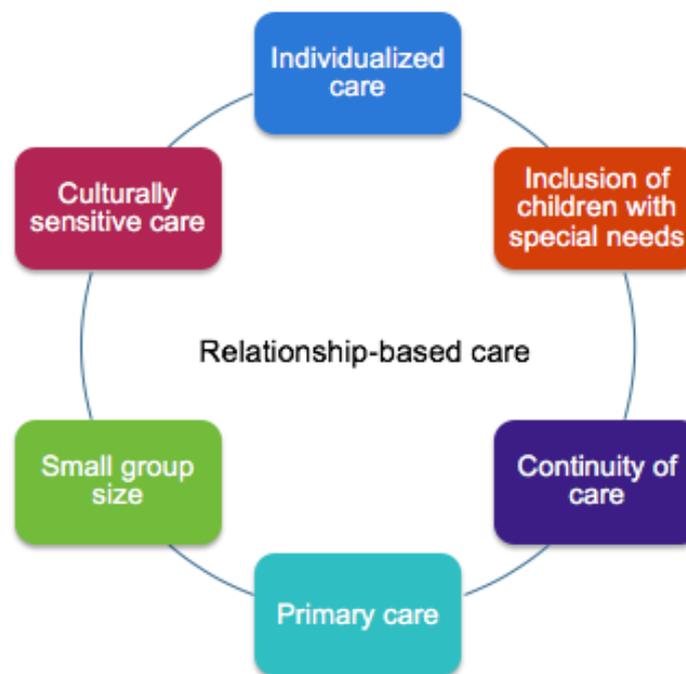
<https://www.pakeys.org/get-professional-development/credentials-degrees/early-childhood-education-apprenticeship/>



Effectiveness of T&TA: Community of Practice

Supporting implementation training:

- ◆ Connecticut
- ◆ Maine
- ◆ Michigan
- ◆ Oklahoma
- ◆ Missouri
- ◆ Navajo Nation





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Meeting ECE Professionals' Learning Needs

Group Reflection

- ◆ What helps you learn?
- ◆ What do you think supports adult learning?



Meeting Adult Learning Needs

- ◆ Value the years of knowledge and experience that each adult brings to their learning.
- ◆ Connect content in meaningful ways back to practice.
- ◆ Keep the end goal and purpose in mind throughout the training.
- ◆ Intentionally use adult learning principles in training and coaching.
- ◆ Match the T&TA support you provide to trainees' learning style.



Knowles' Six Principles of Adult Learning

Adult learners are motivated and self-directed

Adult learners bring life experience and knowledge

Adult learners are goal oriented

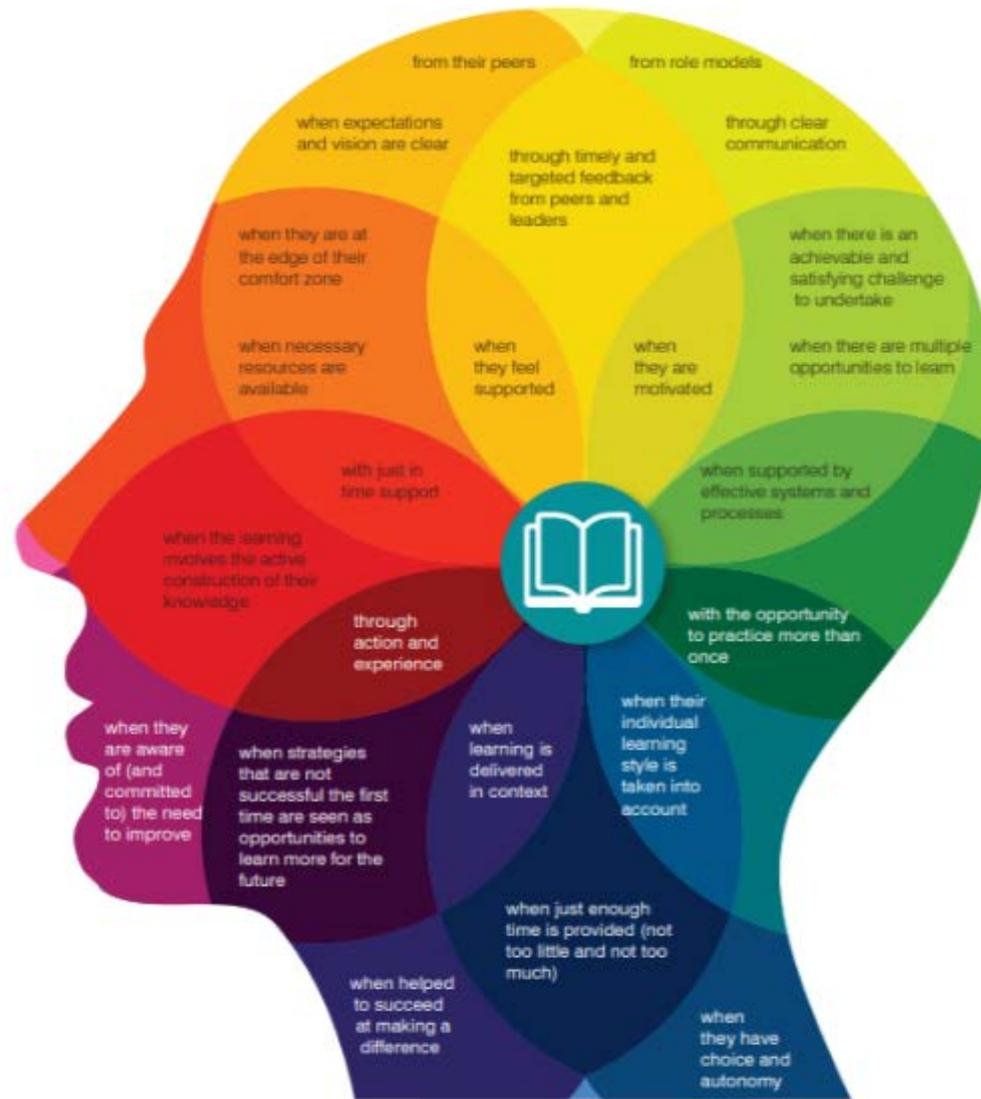
Adult learners are relevancy oriented

Adult learners are practical

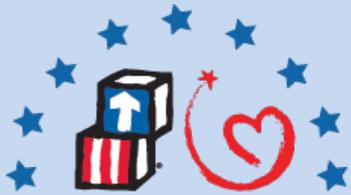
Adult learners like to be respected

Australian Catholic University. (2015). *Knowles' six principles of adult learning*. Retrieved from <https://padlet.com/lfox14/ta3ji6cd5oav>

Adults learn best ...



Source: Australian Institute for Teaching and School Leadership. (n. d.). *The essential guide to professional learning: Leading culture*. Retrieved from <https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Essential%20Guide%20to%20Professional%20Learning%20Leading%20Culture.pdf>



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Motivating Change

Guest Speaker



Jen Cortes, M.S.

Project Manager and Professional Development Specialist, Early Childhood
Leadership Institute

Center for Access, Success, and Equity

Program Coordinator, Certificate of Graduate Studies in Early Childhood
Coaching and Technical Assistance,

Department of Interdisciplinary and Inclusive Education

College of Education

Rowan University

Rowan University
Center for Access, Success, and Equity

Motivating Change:
*Adult Learning, Self-Efficacy and
Motivation*

Jen Cortes, M.S.

Before we begin...



Out with erin, (n.d.)

Take a moment and think about a time where you learned something new or had a meaningful learning experience.

Why was it meaningful?

Who was involved?

What was the context?



the moment you stop learning, you
stop leading.

— *Rick Warren* —

AZ QUOTES



Our hope is that training impacts participants’:

- Self-Confidence
- Self-Esteem
- Self-Efficacy



Possibility of change, (n.d.)

Self-Concept + Self-Esteem = Self-Efficacy

- ♦ Individual's personal evaluation or confidence in his or her performance capability on a specific task
 - ♦ Low self-efficacy = avoidance of activities they perceive beyond their capabilities
 - ♦ Low self-efficacy = choice of easier tasks where chances of success are greater
 - ♦ High self-efficacy = greater effort, persistence, and motivation, therefore improved achievement

Factors in Strengthening Self-Efficacy:

- *Mastery Experiences*
- *Vicarious experiences*
- *Social persuasion*
- *Physiological reactions*

(Bandura, 1989)

POLL: *In thinking about your current systems, what opportunities do coaches/TAs have to strengthen self efficacy?*



(Loeppky, K. 2017)

References

Askideas. (2016, September 6). *60 top accomplishment quotes and sayings*. Retrieved from <https://www.askideas.com/60-top-accomplishment-quotes-sayings/>

Avraham, B., Gold, M., & Hall, J. (n.d.). Self-Concept, Self-Esteem, Self-Efficacy, and Resilience - ppt video online download. Retrieved from <https://slideplayer.com/slide/5797728/>

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.

Loeppky, Karla (April 3, 2017). Self-efficacy [image]. Retrieved from <http://yourbodyyourweigh.ca/self-efficacy-the-importance-of-believing-in-yourself/>

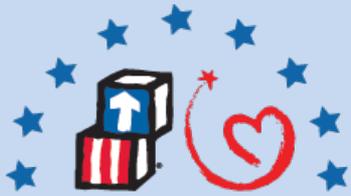
Luke, A. (n.d.). Possibility of change. *10 secrets for instant self-confidence*. Retrieved from <https://possibilitychange.com/self-confidence/>

Meaningful learning activities. (n.d). *Out with Erin*. Retrieved from <https://erinpetley.com/meaningful-learning-activities/>

Warren, R. (2013). AZ Quotes. *The moment you stop learning you stop leading*. Retrieved from <https://www.azquotes.com/quote/437096>

Reflection and Questions





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Strategies to Facilitate Change

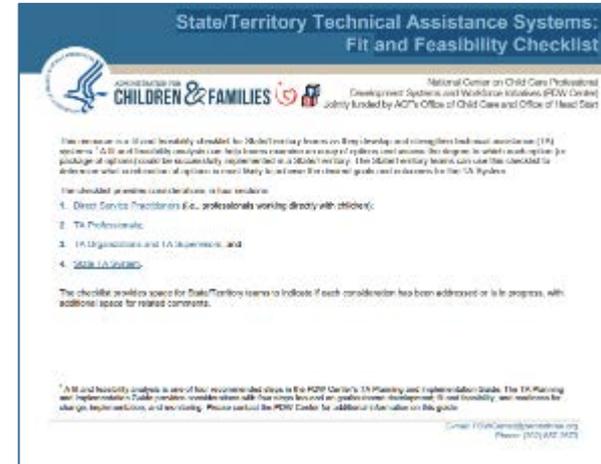
Strategies to Facilitate Change



What are techniques or strategies you use as follow-up after training?

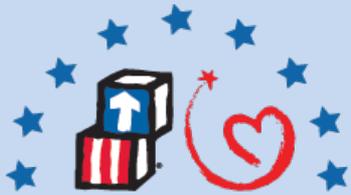
Assessing Your Current TA Landscape

◆ State and Territory Technical Assistance Systems: Fit and Feasibility Checklist



◆ Technical Assistance Planning and Implementation Guide





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Strategies for Evaluating Change

What, When, Why, and How?

Types of Evaluation

Formative evaluation

**Process/
implementation
evaluation**

**Outcome/effectiveness
evaluation**

Impact evaluation

Evaluation Types	When to use	What it shows	Why it is useful
Formative Evaluation Evaluability Assessment Needs Assessment	<ul style="list-style-type: none"> • During the development of a new program. • When an existing program is being modified or is being used in a new setting or with a new population. 	<ul style="list-style-type: none"> • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach. • The extent to which an evaluation is possible, based on the goals and objectives. 	<ul style="list-style-type: none"> • It allows for modifications to be made to the plan before full implementation begins. • Maximizes the likelihood that the program will succeed.
Process Evaluation Program Monitoring	<ul style="list-style-type: none"> • As soon as program implementation begins. • During operation of an existing program. 	<ul style="list-style-type: none"> • How well the program is working. • The extent to which the program is being implemented as designed. • Whether the program is accessible and acceptable to its target population. 	<ul style="list-style-type: none"> • Provides an early warning for any problems that may occur. • Allows programs to monitor how well their program plans and activities are working.
Outcome Evaluation Objectives-Based Evaluation	<ul style="list-style-type: none"> • After the program has made contact with at least one person or group in the target population. 	<ul style="list-style-type: none"> • The degree to which the program is having an effect on the target population's behaviors. 	<ul style="list-style-type: none"> • Tells whether the program is being effective in meeting its objectives.
Economic Evaluation: Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis	<ul style="list-style-type: none"> • At the beginning of a program. • During the operation of an existing program. 	<ul style="list-style-type: none"> • What resources are being used in a program and their costs (direct and indirect) compared to outcomes. 	<ul style="list-style-type: none"> • Provides program managers and funders a way to assess cost relative to effects. "How much bang for your buck."
Impact Evaluation	<ul style="list-style-type: none"> • During the operation of an existing program at appropriate intervals. • At the end of a program. 	<ul style="list-style-type: none"> • The degree to which the program meets its ultimate goal on an overall rate of STD transmission (how much has program X decreased the morbidity of an STD beyond the study population). 	<ul style="list-style-type: none"> • Provides evidence for use in policy and funding decisions.

Source: Centers for Disease Control and Prevention. (n. d.) *Types of evaluation*. Retrieved from <https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf>

Strategies and Resources To Evaluate Change

Methodologies for evaluating change:

- Informal evaluations
- Focus group
- Formative child development assessments
- Structured provider assessments
- Logic models/theories of change
- Others?

Strategies To Evaluate Change

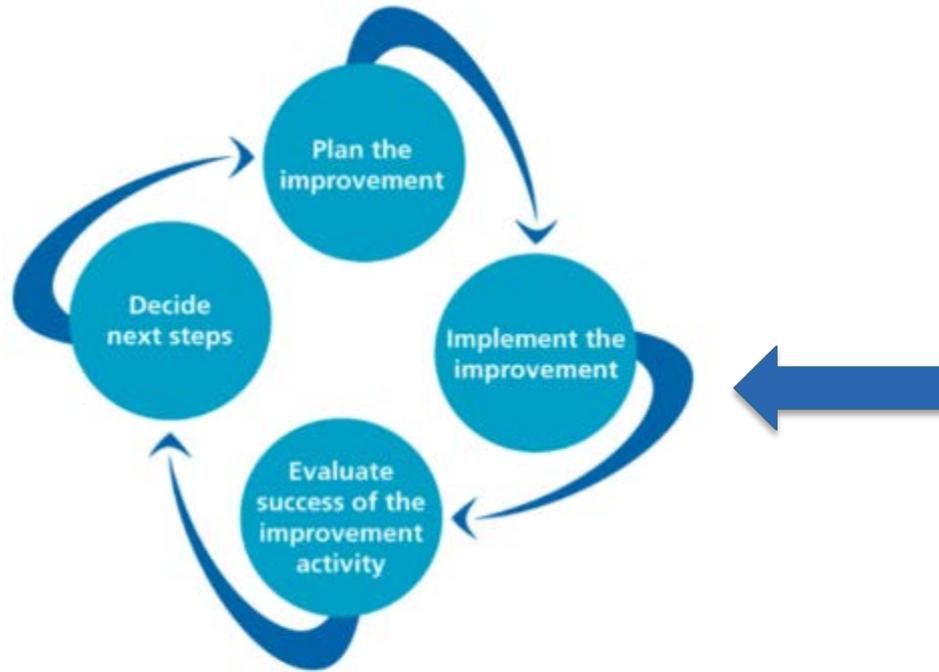


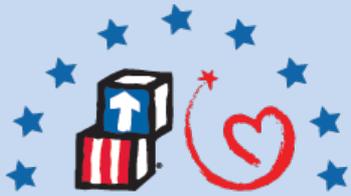
Figure 1. An example of a continuous improvement cycle

Research Brief OPRE 2015-48
May 2015

An Integrated Stage-Based Framework
for Implementation of Early Childhood
Programs and Systems



Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). *An integrated stage-based framework for implementation of early childhood programs and systems* (OPRE Research Brief OPRE 2015 48). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.



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Conclusion and Wrap-Up

Evaluation



Resources

- ◆ Centers for Disease Control and Prevention. (2019). *Measuring implementation to impact: A guide to evaluating professional development*. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. Retrieved from https://www.cdc.gov/healthyschools/tths/19452_CDC_Guide_Eval_ProDev_508.pdf
- ◆ Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). *An integrated stage-based framework for implementation of early childhood programs and systems* (OPRE Research Brief OPRE 2015 48). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/es_ccepra_stage_based_framework_brief_508.pdf

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